

Artifact 1

Required Pre-Award Foundational Work Funded by VT DOE

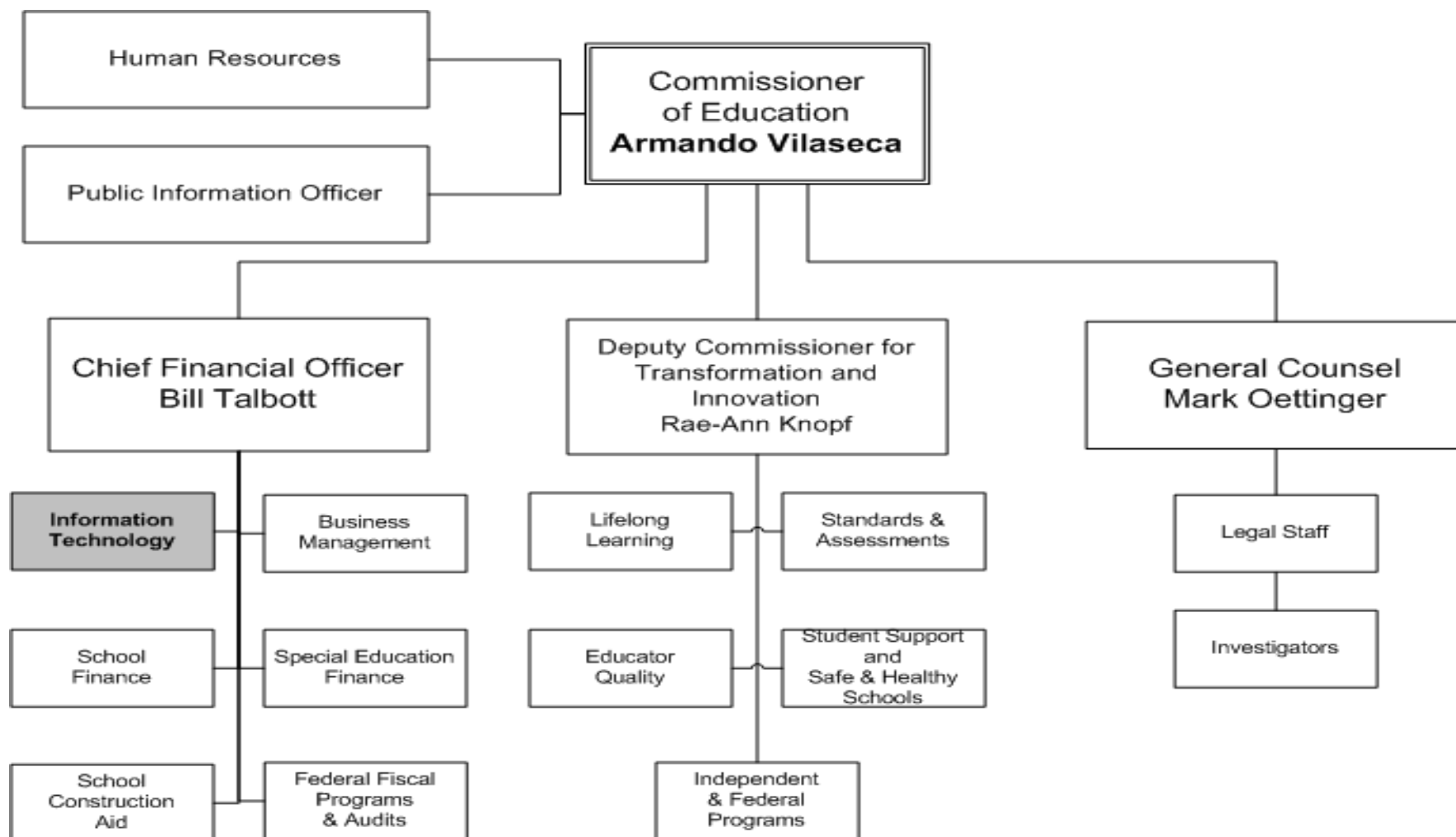
The Vermont Department of Education wants to ensure the success of this and other proposed ARRA competitive grant projects. To ensure the foundations for this success are in place, we are completing the tasks prior the grant award. This work will ensure that we will have navigated through a significant portion of the procurement process by the time the grant award is issued.

Item	Task/Milestone	Responsible Party	Start Date	End Date	Coordination with other Grants/Initiatives/Standards
0.1	Update documentation of current state reporting requirements to inform the development of the State Operational Data Store	<ul style="list-style-type: none"> Project Director and IT Staff 	12/09	1/10	This work will be done prior to LDS award to inform LDS implementation. It will also inform the ESF2, SIG and Race to Top requirements.
0.2	Conduct Metadata Gap Analysis: Existing State Reporting Requirements to SIF Specification	<ul style="list-style-type: none"> Project Director and IT Staff 	1/10	2/10	This work will be done prior to LDS award to inform V-DEP implementation.
0.3	Work with stakeholders to identify and design <i>preliminary</i> list of new EDW data objects.	<ul style="list-style-type: none"> EDW Team Co-Leads 	12/09	1/10	This work will be done prior to LDS award to inform V-DEP implementation. It will also inform the ESF2, SIG and Race to Top requirements.
0.4	Issue RFP for vendor to develop addition “point and click” report templates for EDW.	<ul style="list-style-type: none"> EDW Team Co-Leads 	2/10	3/10	This work will be done prior to LDS award to inform V-DEP implementation.
0.5	Develop and Issue RFP for V-DEP Contractors	<ul style="list-style-type: none"> Project Director and IT Staff 	3/10	3/10	This work will be done prior to LDS award to inform V-DEP implementation. RFP will reflect scope of work in LDS proposal. Contract will not be issued unless grant is awarded and scope of work is approved.

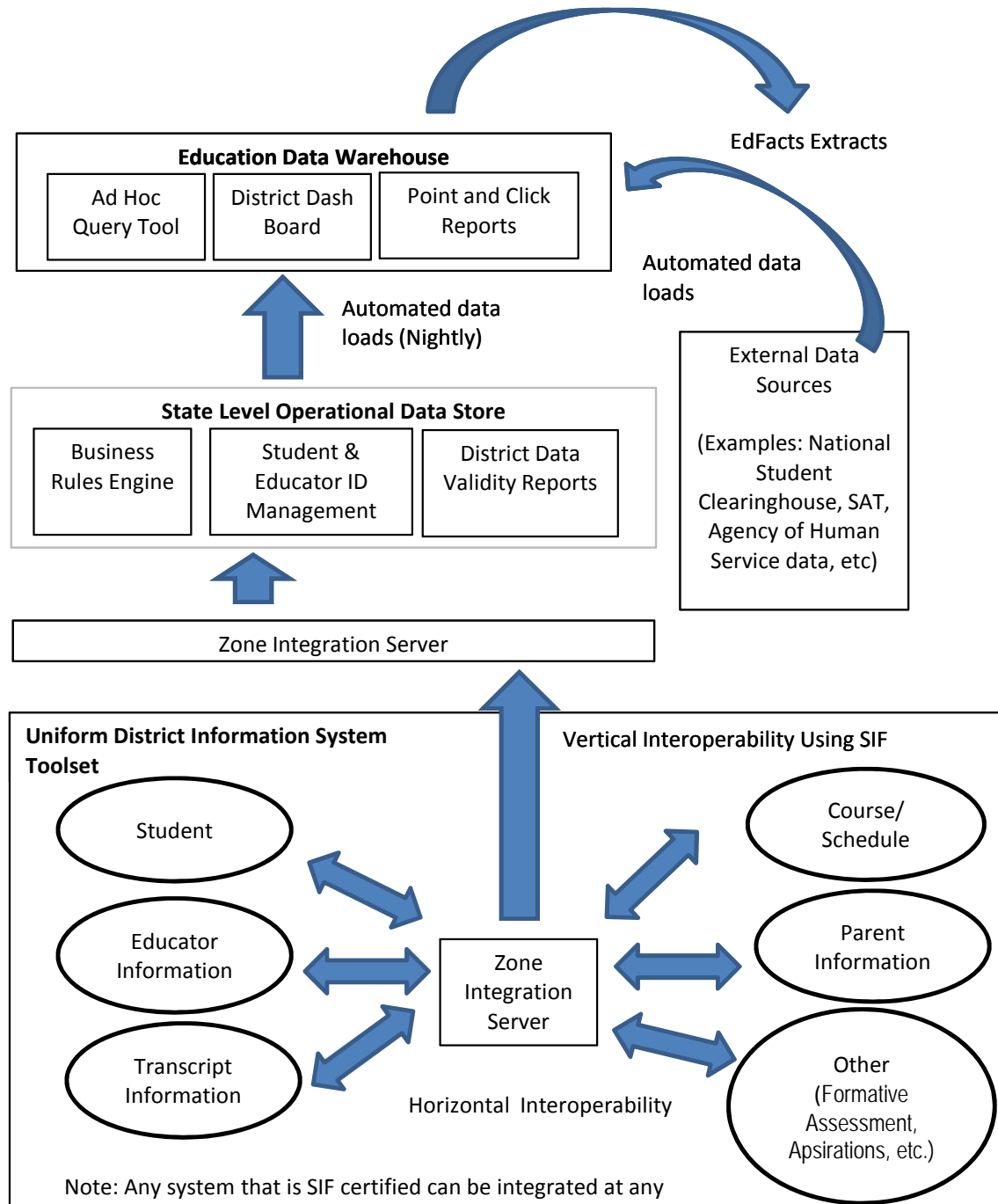
Item	Task/Milestone	Responsible Party	Start Date	End Date	Coordination with other Grants/Initiatives/Standards
0.6	Work with district stakeholders to identify detail business requirements to inform RFP for standard statewide district information system toolset	Project Director and IT Staff, VDC	2/10	4/10	This work will be done prior to LDS award to inform V-DEP implementation.

Artifact 2

VT Dept of Education Organizational Chart, 11/2009



Vermont Department of Education
 Artifact 3
 Diagram V-DEP Information Systems



1. Uniform District Information Toolset will be part of a Statewide Farm where all district implementations will be managed.
2. Vermont seeks to fund Single Statewide Education Portal through Race to the Top which will serve as and aggregator of high quality information and system resources for educators, students, parents and the public. This will allow educator, student and program performance information to be easily accessible to all stakeholders.
3. Vermont seeks to fund Curriculum Management System with ARRA School Improvement Grant administrative funds. This will provide all educators with access to statewide library of high quality curriculum aligned to standards.

Artifact 4

Description of V-DEP Teams and Roles

Team/Role	Responsible Party(ies)	What does it do?	How will it work with other teams?
V-DEP Governance Committee	<ul style="list-style-type: none"> Representatives of Stakeholders across the PK-20 Community. 	This committee advises the commissioner of education on the direction of the system and how it may be used most effectively.	This committee is the gold standard of PK-20 experts. They will inform the priorities for indicators, research and report development. They will assist the V-DEP implementation team in breaking down barriers and will be cheerleaders of the system.
V-DEP Sponsor	<ul style="list-style-type: none"> Commissioner of Education 	State statute requires him ultimate authority over state contracts issued by the VT DOE. He will be responsible for ensuring stakeholders have a voice in the direction of the system while ensuring tax payer money is used efficiently and effectively.	He will remain informed and engaged in the project through routine updates by the Project Director. He will promote the project and its importance to citizens, educators, legislators and governor. He will promote the importance of high quality information for informing policy and practice. He will ensure that VT DOE employees will use this information to inform and evaluate programs.
V-DEP Director	<ul style="list-style-type: none"> IT Director 	Oversee the V-DEP project, its teams and vendors	Ensure the systems are implemented using IT best practices and standards. Ensure the project stays on time and budget. Ensures resources are available to the project. Ensures all stakeholders are engaged. Provides technical assistance and expertise to project teams as required. Escalates problems to the Commissioner of Education when required.

Team/Role	Responsible Party(ies)	What does it do?	How will it work with other teams?
V-DEP Team	<ul style="list-style-type: none"> • Tech. Implementation Lead/Project Manager • Change Management Specialist • VDC Technicians 	Coordinate work of multiple contractors and project teams. Ensure business requirements are implemented. Ensure proper testing of system in completed. Maintain project plans. Develop and execute change management plans. Escalate issues to Project Director as required. Ensure coordination of strategy teams	Solicit clarifications on business requirements from the strategy teams (ODS&SIS Team, EDW Team and Research Team). Ensure business rules and validity checks provided by the strategy teams are incorporated in system documentation and requirements and are included in test plan. Keep Project Director informed of project status.
EDW Team	<ul style="list-style-type: none"> • VT DOE and VDC Project Co-Leads • ETL Engineer • Data Experts • VDC Technicians • TetraData • EDW Reports Vendor 	Implementation team for EDW enhancement project. Solicits programmatic experts as required. Maintains continual contact with vendors and their work.	Keeps V-DEP Team informed of project status. Allows V-DEP team to coordinate EDW Team work with work of other teams. Escalates concerns to V-DEP team. Participates in weekly update meetings with V-DEP.
ODS&SIS Team	<ul style="list-style-type: none"> • VT DOE Lead • VDC Technicians • ODS Vendor • SIS Vendor 	Implementation team for ODS and Uniform Statewide Information System strategy. Solicits programmatic experts as required.	Keeps V-DEP Team informed of project status. Allows V-DEP team to coordinate work with work of other teams. Escalates concerns to V-DEP team. Participates in weekly update meetings with V-DEP.
Research Team	<ul style="list-style-type: none"> • VT DOE Lead • V-DEP Change Manager • Supporting Research and Programmatic Experts. 	Serves as staff for Vermont Research Advisory Council (V-RAC). Organizes V-RAC meetings. Maintains and communicates research agenda. Ensures V-RAC research and findings inform the work of the EDW Team.	Keeps V-DEP Team informed of project status. Allows V-DEP team to coordinate work with work of other teams. Escalates concerns to V-DEP team. Participates in weekly update meetings with V-DEP. Ensure V-RAC research finding inform the work of VDC trainer.



Vermont Department of Education
Artifact 5
VDC Agreement Letter

Vermont Data Consortium
250 Main Street, Suite 202
Montpelier, VT 05602
November 18, 2009

Armando Vilaseca
Commissioner of Education
Vermont Department of Education
120 State Street
Montpelier, VT 05620

Dear Commissioner Vilaseca:

The purpose of this letter is to outline an agreement between the Vermont Data Consortium (VDC) and the Vermont Department of Education regarding the role of the VDC within the LDS project. The VDC recognizes that it plays a major role in the project due to its unique combination of technical expertise and strongly cultivated relationships with Vermont districts. Half of Vermont supervisory unions/districts are currently members of the VDC, and over the past five years the VDC has worked with 80% of all Vermont districts on data-related issues. These distinctive attributes will allow the VDC to support all Vermont school districts during the expansion of the EDW as well as during the implementation of a statewide student information system and associated toolsets.

A project of this scope will require a number of services which the VDC is confident we can provide. Since 2004, the partnership between the Vermont Data Consortium and the Vermont Department of Education has conceptualized, implemented, maintained and expanded the Education Data Warehouse – arguably the most successful statewide education technology initiative to date. Given the established track-record of success, we strongly believe that the goals of the project are very attainable.

From assisting in gathering local system specifications to data migration to ongoing support using the new reporting and analysis tools, the VDC is well prepared to do the work this project requires. In fact, it is the only educational organization in the state that regularly collaborates with all levels in the system - schools, districts, Education Service Agencies and the Department of Education - on data, reporting, analysis and school improvement issues. The VDC wholeheartedly supports the paradigm shift that the LDS project is introducing, and we look forward to being a leading participant in the project implementation.

Sincerely,

Bill Kimball

Bill Kimball, Chair
Vermont Data Consortium Board of Directors
www.vermontdata.org



Dr. Gover Whitehurst, Director
Institute of Educational Services
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, D.C. 20208

Dear Dr. Whitehurst:

The New England Secondary School Consortium's member states, and our funders and partners—including the Council of Chief State School Officers, the New England Board of Higher Education, and the New England Association of Schools and Colleges—have, for more than two years, been convening to design, plan, and implement a variety of secondary improvement strategies intended to bring greater coherence, commonality, and common purpose to the promotion of best practices, school innovation, and forward-thinking educational policy across the New England region.

The New England Secondary School Consortium is an unprecedented, nationally recognized regional partnership encompassing five northeastern states: Connecticut, Maine, New Hampshire, Rhode Island, and Vermont. Created to support and advance innovative approaches to secondary schooling, the Consortium has been bringing together commissioners of education, educational policy makers, state legislators, the business community, and other state and regional state leaders to foster greater collaboration, coherence, and commonality in educational policy, philosophy, and action across the New England region. Coordinated by the Great Schools Partnership and funded by the Nellie Mae Education Foundation and the Bill & Melinda Gates Foundation, the Consortium has engaged a diverse cross-section of critical educational leaders and policymakers, including a multistate data team composed of the lead department of education data coordinators from each of the participating states.

In affiliation with the Donahue Institute at the University of Massachusetts, the Consortium has been convening, over the past year, a multistate data team to identify common, high-impact metrics for use in determining the efficacy of secondary education in New England. One of the Consortium's explicit goals is to "more accurately measure student learning" through innovative performance-based assessments, more robust longitudinal data systems, and regional—even national—comparability of student data. Building off the strong success of the New England Common Assessment Program, the Consortium has been working closely with our regional data team to establish baseline performance data for the five states using a common, comprehensive methodology for calculation,

reporting, and analysis. In addition to several metrics for measuring student achievement during the critical secondary school years, the regional data team is also developing a plan to gauge postsecondary aspirations and success, including remedial course-taking data, and college enrollment and completion rates using the National Student Clearinghouse's StudentTracker for High Schools system.

This regional data work is a critical component of a much larger and more systemic rethinking of secondary education in New England. With the support of the Consortium and its Council—a leadership body comprising the commissioner of education, state board members, state legislators, governor's representatives, and prominent business leaders from the member states, as well as three regional at-large members: the president of the Nellie Mae Education Foundation, the president of the New England Board of Higher Education, and the executive director of New England Association of Schools and Colleges—the Consortium intends to advance a regional approach to data collection and reporting that focuses on high-leverage, high-impact performance data. In keeping with national efforts to improve the quality and utility of school and educational data, including the Data Quality Campaign and the assurances outlined in the US Department of Education's Race to the Top application guidelines, the Consortium and its regional data team are looking to design and implement data-collection and analysis practices that will make educational efficacy and outcomes more transparent, reliable, and actionable for policy makers, school leaders, teachers, parents, and citizens.

We hope that you will look favorably on our work, which has come to fruition only after years of investment, collaboration, and hard work, while seeing in its design the hallmarks of the kind of innovative leadership that will bring good ideas, effective policies, and proven educational strategies to scale in New England and across the country.

Sincerely,



Duke Albanese
Senior Policy Advisor
Great Schools Partnership
New England Secondary School Consortium

This letter has been prepared by the Great Schools Partnership, Inc. on behalf of the New England Secondary School Consortium and its five member states.